

C.R.I.S. JOURNAL RUBRIC

Summer Reading 2011-2012

ENTRY #1	Superior Attempt	Very Good Attempt	Adequate Attempt	Limited Attempt
Contemplation	<ul style="list-style-type: none"> • passage worthy of consideration at a critical level; reader gains substantial insight from having contemplated & evaluated the text • thoroughly summarizes the passage & examines main ideas • detailed & thoughtful explanation of appeal, intrigue &/or significance • insightfully relates to the book as a whole 	<ul style="list-style-type: none"> • passage worthy of consideration at a critical level; reader gains insight from having contemplated & analyzed the text • thoroughly summarizes the passage & its main ideas • detailed explanation of appeal, intrigue &/or significance • clearly relates to the book as a whole 	<ul style="list-style-type: none"> • passage worthy of consideration at a critical level; reader gains insight from having contemplated the text • summarizes the passage & its main ideas • clear explanation of appeal, intrigue &/or significance • relates to the book as a whole 	<ul style="list-style-type: none"> • passage unworthy of consideration at a critical level; reader gains little insight from having contemplated the text • vaguely summarizes the passage • insufficient explanation of appeal, intrigue &/or significance • does not relate to the book as a whole
Textual Evidence	Entries provide ample supportive textual evidence in the form of quotations and cited paraphrased text	Entries provide supportive textual evidence in the form of quotations and cited paraphrased text	Entries provide textual support through references to events in the plot	Entries provide minimal or no textual support
Syntax/Editing	Entries demonstrate mastery of complex, varied syntax through editing, and elevated vocabulary.	Entries demonstrate mastery of complex, varied syntax through editing, and strong vocabulary.	Entries demonstrate some editing and sufficient vocabulary	Entries demonstrate a lack in editing and/or misused vocabulary
Explanation of Ideas	Ideas are clearly developed and fully explained	Ideas are developed and explained	Some ideas are developed and/or explained	Ideas are either not developed or not explained.
ENTRY #2	Superior Attempt	Very Good Attempt	Adequate Attempt	Limited Attempt
Retrospection/Reflection	<ul style="list-style-type: none"> • relevant & relatable connection made between literature & the outside source; reader compares/contrasts prior knowledge to gain new understanding; student extends response to an evaluative & analytical level • thoroughly summarizes the passage & examines main ideas • detailed & thoughtful explanation of connection to outside source • insightfully relates to the book as a whole 	<ul style="list-style-type: none"> • relevant & relatable connection made between literature & the outside source; reader compares/contrasts prior knowledge to gain new understanding; student is reflective & responds at an analytical level • thoroughly summarizes the passage & its main ideas • detailed explanation of connection to outside source • clearly relates to the book as a whole 	<ul style="list-style-type: none"> • valid connection made between literature & the outside source; reader compares/contrasts prior knowledge to demonstrate new understanding; response may be surface level analysis only, but demonstrates sufficient reflection & understanding • summarizes the passage & its main ideas • clear explanation of connection to outside source • relates to the book as a whole 	<ul style="list-style-type: none"> • attempts to make a valid connection between literature & the outside source; reader may not compares/contrasts prior knowledge ; new levels of understanding may not be demonstrated • vaguely summarizes the passage • insufficient explanation of connection to outside source • does not relate to the book as a whole
Textual Evidence	Entries provide ample supportive textual evidence in the form of quotations and cited paraphrased text	Entries provide supportive textual evidence in the form of quotations and cited paraphrased text	Entries provide textual support through references to events in the plot	Entries provide minimal or no textual support
Syntax/Editing	Entries demonstrate mastery of complex, varied syntax through editing, and elevated vocabulary.	Entries demonstrate mastery of complex, varied syntax through editing, and strong vocabulary.	Entries demonstrate some editing and sufficient vocabulary	Entries demonstrate a lack in editing and/or misused vocabulary
Explanation of Ideas	Ideas are clearly developed and fully explained	Ideas are developed and explained	Some ideas are developed and/or explained	Ideas are either not developed or not explained.

C.R.I.S. JOURNAL RUBRIC

Summer Reading 2011-2012


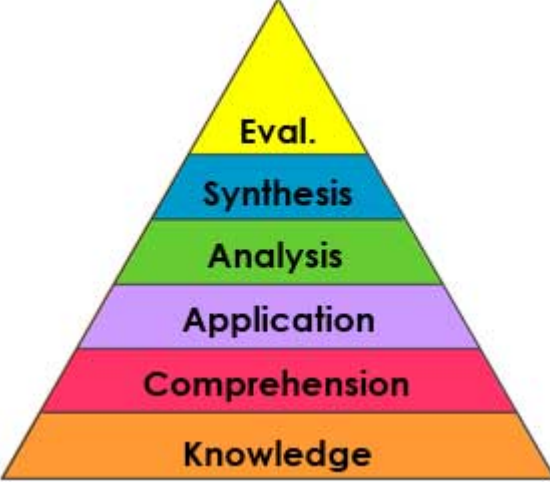
ENTRY#3	Superior Attempt	Very Good Attempt	Adequate Attempt	Limited Attempt
Introspection	<ul style="list-style-type: none"> relevant & relatable connection made between literature & personal experience; reader compares/contrasts personal experience to gain new understanding; student extends response to an evaluative & analytical level thoroughly summarizes the passage & examines main ideas detailed & thoughtful explanation of connection to outside source insightfully relates to the book as a whole 	<ul style="list-style-type: none"> relevant & relatable connection made between literature & personal experience; reader compares/contrasts prior knowledge to gain new understanding; student is reflective & responds at an analytical level thoroughly summarizes the passage & its main ideas detailed explanation of connection to outside source clearly relates to the book as a whole 	<ul style="list-style-type: none"> valid connection made between literature & personal experience; response may be surface level analysis only, but demonstrates sufficient reflection & understanding summarizes the passage & its main ideas clear explanation of connection to outside source relates to the book as a whole 	<ul style="list-style-type: none"> attempts to make a valid connection between literature & personal experience; reader may not compare/contrasts prior knowledge ; new levels of understanding may not be demonstrated vaguely summarizes the passage insufficient explanation of connection to outside source does not relate to the book as a whole
Textual Evidence	Entries provide ample supportive textual evidence in the form of quotations and cited paraphrased text	Entries provide supportive textual evidence in the form of quotations and cited paraphrased text	Entries provide textual support through references to events in the plot	Entries provide minimal or no textual support
Syntax/ Editing	Entries demonstrate mastery of complex, varied syntax through editing, and elevated vocabulary.	Entries demonstrate mastery of complex, varied syntax through editing, and strong vocabulary.	Entries demonstrate some editing and sufficient vocabulary	Entries demonstrate a lack in editing and/or misused vocabulary
Explanation of Ideas	Ideas are clearly developed and fully explained	Ideas are developed and explained	Some ideas are developed and/or explained	Ideas are either not developed or not explained.
ENTRY #4	Superior Attempt	Very Good Attempt	Adequate Attempt	Limited Attempt
Style	<ul style="list-style-type: none"> passage worthy of evaluation at a critical level; reader synthesizes & evaluates the author's literary technique to appreciate the text thoroughly summarizes the passage & examines main ideas insightfully relates to the book as a whole synthesizes & evaluates why the language is interesting; comments on choice & what makes the writer's style effective 	<ul style="list-style-type: none"> passage worthy of evaluation at a critical level; reader analyzes & synthesizes the author's literary technique to appreciate the text thoroughly summarizes the passage & its main ideas clearly relates to the book as a whole analyzes & synthesizes why the language is interesting; comments on choice & what makes the writer's style effective 	<ul style="list-style-type: none"> passage worthy of evaluation at a critical level; reader interprets the author's literary technique to appreciate the text summarizes the passage & its main ideas relates to the book as a whole explains why the language is interesting; comments on choice & what makes the writer's style effective 	<ul style="list-style-type: none"> passage unworthy of evaluation at a critical level; reader does little to explain the author's literary technique vaguely summarizes the passage does not relate to the book as a whole may not discuss why the language is interesting; may not comment on choice or what makes the writer's style effective
Textual Evidence	Entries provide ample supportive textual evidence in the form of quotations and cited paraphrased text	Entries provide supportive textual evidence in the form of quotations and cited paraphrased text	Entries provide textual support through references to events in the plot	Entries provide minimal or no textual support
Syntax/ Editing	Entries demonstrate mastery of complex, varied syntax through editing, and elevated vocabulary.	Entries demonstrate mastery of complex, varied syntax through editing, and strong vocabulary.	Entries demonstrate some editing and sufficient vocabulary	Entries demonstrate a lack in editing and/or misused vocabulary

C.R.I.S. JOURNAL RUBRIC

Summer Reading 2011-2012

Explanation of Ideas	Ideas are clearly developed and fully explained	Ideas are developed and explained	Some ideas are developed and/or explained	Ideas are either not developed or not explained
-----------------------------	---	-----------------------------------	---	---

Bloom's Taxonomy

 <p style="text-align: center;">New Version</p>	<p>In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. During the 1990's a new group of cognitive psychologist, lead by Lorin Anderson (a former student of Bloom's), updated the taxonomy reflecting relevance to 21st century work. The graphic is a representation of the NEW verbage associated with the long familiar Bloom's Taxonomy. Note the change from Nouns to Verbs to describe the different levels of the taxonomy.</p> <p><i>Note that the top two levels are essentially exchanged from the Old to the New version.</i></p>	 <p style="text-align: center;">Old Version</p>
<p>Remembering: can the student recall or remember the information?</p>	<p>define, duplicate, list, memorize, recall, repeat, reproduce state</p>	
<p>Understanding: can the student explain ideas or concepts?</p>	<p>classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase</p>	
<p>Applying: can the student use the information in a new way?</p>	<p>choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.</p>	
<p>Analyzing: can the student distinguish between the different parts?</p>	<p>appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.</p>	
<p>Evaluating: can the student justify a stand or decision?</p>	<p>appraise, argue, defend, judge, select, support, value, evaluate</p>	
<p>Creating: can the student create new product or point of view?</p>	<p>assemble, construct, create, design, develop, formulate, write.</p>	